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ABSTRACT

This paper analyzes data from 12 of 20 studies conducted by Special Student Concerns Projects; the projects were designed to eliminate the disproportionate number of disciplinary actions involving minority group students in schools that were in the process of desegregating. The statistical approach to the quantitative suspension data used in this study involved the correlation of the GINI Index of Dissimilarity with the total population, percent of the black population, percent of student suspensions, and percent of black suspensions as well as the correlations of the percent of the black population with the percent of black suspensions and the percent of student suspensions. Finally, the research procedure involved an analysis of the "outliers" using the case study method. It is concluded that to help reduce disproportionate minority suspensions, special attention should be given to the cooperative and open development of a set of behavioral expectations. The paper states that minority and majority parents, students, teachers, and administrators must agree concerning the behavior of students in school, and the rules must be uniformly enforced by all staff members. (CMG)

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CORRELATION OF QUANTITATIVE SUSPENSION DATA; CASE STUDIES OF OUTLIERS

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Introduction

Desegregation of schools is an attempt to provide equality of educational opportunity. If black students are absent at a disproportionate rate, due to suspension, then the goal of desegregation is at least partially defeated. Statistics indicate that suspension and expulsion do indeed have a disproportionate impact on black students.[1]

Suspension solves problems for teachers and administrators but only at the expense of those who look to the school for social and economic advancement. This is all the more problematic when it occurs in a desegregated school setting, thwarting the very expectations which are central to desegregation. Yet, suspension is an accepted reaction to disruptive students.

During the first years of desegregation, some students in new schools experience anxiety and different expectations and standards for student behavior. When school rules are ambigious and/or applied inconsistently, students will become hostile and confused. "Increases in minority suspension following implementation of desegregation plans may occur in part because minority students are more often reassigned to previously white schools than white students are reassigned to previously minority schools and because greater proportions of minority students than whites are required to adapt or assimilate different sets of rules and different cultural and behavioral expectations."[2]

The federal government enacted the Emergency School Aid Act to assist school personnel, students, parents and concerned community residents in their efforts to successfully desegregate their schools. Special Student

Concerns Projects are included among the numerous programs authorized to receive financial assistance under the provisions of the Act. "Special Student Concerns Projects are those projects operated by public agencies other than local public school systems which were designed to eliminate the disproportionately high incidence of suspension, expulsion and other disciplinary actions involving minority group students in the schools of the desegregating public school system."[3] The United States Department of Education funded twenty studies (Table 1) through the Special Student Concerns Office during the period of 1974-1979.

In my research I utilized twelve of the twenty studies. The school was the basic unit of analysis in the majority of reports. The Louisiana study was eliminated by its use of the parish rather than the individual school as its unit of analysis. The studies at Jackson State University and the University of South Alabama were also eliminated because the quantitative suspension data was not available. Five studies (Broward County (Florida) Human Relations Division, Massachusetts Department of Education, Old Dominion University of Virginia, Rhode Island Department of Education and the University of Michigan--Program for Educational Opportunity). not available for various reasons were also eliminated from my research. The final N consisted of 139 schools.

The individual schools that participated in the studies were found to differ considerably from one another in a number of important aspects, such as the size of the school, percent of black students, percent of suspended students, and percent of black students suspended. Issues which appear to be problematic in some schools appear to be less so in others.

Because so many factors were identified in the various studies that contribute to the disproportionate suspension of black students, I chose

to isolate the quantitative suspension data available in all the studies. The statistical approach to the data involved the correlation of the GINI Index of Dissimilarity with the total population, percent of the black population, percent of student suspensions and percent of black suspensions as well as the correlations of the percent of the black population with the percent of black suspensions and the percent of student suspensions. Finally, the research procedure involved an analysis of the "outliers" using the case study method.

Quantification of Effects

A simple statistic was desired that would describe the relationship between the percent of black students suspended and the percent of the black population in that school. The eventual measure of relationship selected for the study was the GINI Index of Dissimilarity.

$$X=\frac{(\#\text{ of Black Susp})(\text{White Population})-(\#\text{ of White Susp})(\text{Black Population})}{\text{Total Population}}$$

$$\text{GINI Index of Dissimilarity}=\frac{X}{\#\text{ of Total Suspensions}}$$

The resulting measures are in a common metric which may be utilized across studies.

The GINI Index of Dissimilarity assumes that the total suspension rate for the individual school is appropriate. The GINI Index indicates the percent of the total suspended students that should be added to the number of suspended students in the majority group and subtracted from the number of suspended students in the minority group. The new figures are reflective of the black and white student composition in the school.

Statistical Analysis

Figure 1 provides a histogram representing the distribution of the GINI Index of Dissimilarity for the 139 schools. The majority of the schools exhibit a GINI Index between .02 and .44. The histogram reveals several outliers. Schools with a negative index show a slight disproportionality in the suspension of white students. Several schools appear to be exemplary in their suspension of students with GINI Indices ranging from -.04 to .04. Three extreme schools on the opposite end of the histogram, with GINI Indices of .549, .566 and .675, respectively, represent units with high levels of disproportionality in the suspension of black students.

Figure 2 identifies the mean and standard deviation for the percent of white and black student populations ($\overline{X}_{WPOP}$=.733 and SD_{WPOP}=.183; $\overline{X}_{BPOP}$=.268 and SD_{BPOP}=.170). Three times as many white students as black students were enrolled in the schools that participated in the studies.

Figure 3 illustrates the relationship between the percent of black suspensions and the percent of white suspensions ($\overline{X}_{WSUSP}$=.524 and SD_{WSUSP}=.163; $\overline{X}_{BSUSP}$=.476 and SD_{BSUSP}=.199). Ideally, Figures 2 and 3 should be identical. However, in Figure 3, the curves almost coincide, indicating not much difference in the overall suspension rates for black and white students. Therefore, the racial composition of the student population which is approximately one-fourth Black and three-fourths white is not represented in the suspension rate.

The relationship between the percent of the black population and the percent of black suspensions is illustrated in Figure 4 ($\overline{X}_{BPOP}$=.268 and SD_{BPOP}=.170; $\overline{X}_{BSUSP}$=.476 and SD_{BSUSP}=.199). Figure 5 illustrates a similar

relationship for the white population ($\bar{X}_{WPOP}$=.733 and SD_{WPOP}=.183; $\bar{X}_{WSUSP}$=.524 and SD_{WSUSP}=.163). However, the curves are reversed, Blacks are overrepresented by suspension while whites are underrepresented. Overall, black students were suspended almost twice as many times as their representation in the school enrollment. White students received approximately two thirds of the suspensions representative of their school enrollment.

Correlation coefficients describe or measure the relationship between variables. They are indicators of relationships between variables that need further investigation. These correlation coefficients cannot be accepted without some warning--the presence of a correlation between two variables does not necessarily mean there exists a causal link between them. According to Glass, correlation between variables can be helpful in identifying causal reationships when coupled with other methodological approaches. However, when used alone, it is a potentially dangerous and misleading test for causation. "First, even when one can presume that a causal relationship does exist between the two variables being correlated, r_{xy} can tell nothing by itself about whether X causes Y or Y causes X. Second, often variables other than the two under consideration are responsible for the observed association. Third, the relationships that exist among variables in education and the social sciences are almost always too complex to be explained in terms of a single cause."[4]

Correlation coefficients were computed for a number of the variables. The results are tabulated in Table 2. The correlation of the GINI Index with the total population, the percent of the black population and the percent of total suspensions is low (r=.1025; r=-.1354; and r=.0378),

indicating that there is little or no relationship between these variables. There is a slight positive relationship between the percent of the black population and the percent of total suspensions (r=.2937) indicating that as the percent of total suspensions increases, the percent of the black population will increase. There appears to be an expected stronger yet somewhat moderate relationship between the percent of the black population and the percent of black suspensions (r=.7628), indicating that as the black suspension rate increases, the black population rate will increase. A moderate, direct relationship exists between the GINI Index and the percent of black suspensions (r=.5370), indicating that as the percent of black suspensions increases so will the GINI Index.

By squaring the Pearson r or correlation coefficient, another statistic is generated, denoted by r^2. "Actually, r^2 is a more easily interpreted measure of association when our concern is with strength of relationship rather than direction of the relationship. Its usefulness derives from the fact that r^2 is a measure of the portion of variance in one variable explained by the other."[5] According to Table 2, the percent of black suspensions accounts for about 29 percent of the variance in the GINI Index while the percent of the black population accounts for about 58 percent of the variance in the percent of black suspensions.

The scatter diagrams of the relationships between the GINI Index and the percent of the black population, percent of total suspensions, percent of black suspensions and the total population are represented in Figures 6, 7, 8 and 9 respectively. From the diagrams, it is readily visible why a linear relationship exists in the remaining figures.

Figure 6 illustrates the relationship between the GINI Index and the percent of the black population. The schools tend to cluster with black populations of 5 to 30 percent and a GINI Index between .05 and .40. The outliers with low GINI Indices are scattered along the continuum of percents for the black population while schools with high GINI Indices have black populations of less than 32 percent.

The relationship between the GINI Index and the percent of total suspensions is illustrated in Figure 7. This distribution of schools is similar to that in Figure 6. The six outliers with high GINI Indices remain the same. Their percent of total suspensions does not vary greatly from the percent of the black population.

The scatter diagram (Figure 8) showing the relationship between the percent of black suspensions and the GINI Index displays a moderate linear relationship. A prediction equation using simple linear regression techniques can be generated for this relationship.

$$Y=.04008 + .35266(X)$$

is the form of the prediction equation. If the value of either variable is known, the other can be calculated from the equation. Without the prediction equation, the best estimate of the unknown variable is its mean.

Figure 9 illustrates the relationship between the total population and the GINI Index. No linear relationship is indicated. The schools which exhibit high disproportionality have student enrollments between 500 and 1300, while the schools with low disproportionality range in size from 400 to 2700.

The relationship between the percent of black suspensions and the percent of the black population is shown in Figure 10. Figure 10

presents the stronger linear relationship found between the studied variables. The prediction equation generated by linear regression is

$$Y=-.04248 + .65108(X).$$

The increase in black suspensions as the black population increases is an expected outcome.

Finally Figure 11 is a scatter diagram illustrating the relationship between the percent of the black population with the percent of total suspensions. The schools tend to cluster with a percent of total suspensions between 2 and 40 percent and a GINI Index between .05 and .30. According to the figure, the schools with the highest percent of total suspensions are not the schools with the highest or lowest levels of disproportionality.

Case Studies

Two schools, one with high disproportionality in the suspension of minority students and one with low disproportionality were selected for use in the case studies. The variables studied at each site will be different because the studies were conducted by different agencies. The case studies are constructed through the use of data gathered at the time of that specific Special Student Concerns Project.

In previous case studies on effective urban schools, these factors emerged as major in the study: personnel, instruction, parent involvement and school environment. These factors appeared to be critical in the case studies of disproportionality in the suspension of minority students.

Case Study One

The school with the highest GINI Index is a school included in the study at the University of Oklahoma. In the 1979-80 school year, this school had a total enrollment of 1356. Two hundred sixty-one students were black (19.2%) while 1095 students were white (80.8%). There were 120 students (8.8%) suspended during that year. One hundred four suspended students (86.7%) were black while 16 suspended students (13.3%) were white. The GINI Index for this school was .675, indicating that 67.5% or 81 more black students were suspended and 81 fewer white students were suspended than should have been to represent the student population with an 8.8% total suspension rate.

A questionnaire of 39 items (problems at school) was administered to a random sample of students (N=130), teachers and administrators (N=60). An item with a mean of 2.5 or more was categorized as a serious problem (1-no problem, 2-minor problem, 3-serious problem, 4-very serious problem). The following items were considered serious by the students:

1. Students stealing personal property. (serious problem)
2. Students possessing, using, buying or selling drugs during school hours or at approved school functions.
3. Too many absences.
4. Students damaging students' property.
5. Students stealing school property.
6. Students having a "don't care" attitude.
7. Students not showing respect for authority.

All schools indicated as serious problems-stealing, drugs, and student attitude. The large number of items (32) not rated as serious problems at

school indicates that the school, as perceived by students, is relatively problem free, or their standards or conditions necessary for a problem to be considered serious are not the same as standards used by teachers and administrators. The teachers and administrators classified 19 items as serious. In addition to the items considered serious by the students, the following items were included:

1. Students driving cars in an unsafe manner near the school.
2. Students using vulgar words or gestures.
3. Students coming to class late.
4. Students drinking alcoholic beverages during school hours or at approved school functions.
5. Students disrupting class by talking excessively or loudly.
6. Students coming to class without paper, pencil or books.
7. Parents not encouraging good study habits at home.
8. Parents not coming to school until their child is in trouble.
9. Teachers not being consistent; one letting you break rules and another very strict.
10. Students knowing the rules but choosing not to comply with them.
11. Students lacking school pride.
12. Too many people in the halls after classes have started.

When compared to student responses the number of problems perceived by school employees as serious is far greater. A problem is suggested by these data that teachers and administrators and students "do not agree on the type

of activities, or the level of interference that can be tolerated before the interference becomes an educational problem."[5] This suggests that the students should be given the opportunity to learn that unproductive activities interfere with their education. For teachers and administrators, these data suggest a need to reevaluate expectations of students and to set behavioral expectations in line with the students' developmental level.

The race of the respondents provided no significant difference in the perception of problems. Black and white students do not differ nor do white and black teachers and administrators. "This would indicate that activities designed to solve in-school problems may be directed toward the total student body rather than dealing with specific programs for racial groups."[7]

Twenty students randomly selected by race, sex, grade level and disrupter or non-disrupter as well as 10 teachers randomly selected by grade level, teaching area, race and sex were interviewed.

Neither teachers, administrators nor students believe that there is serious fighting among students, racial conflicts during school hours, or lack of information about school rules. The students emphasized that they valued the teachers but not the campus security. Several students valued their lockers but resented the fact that they needed repair weekly, which may account for the serious problems--stolen and damaged student property. Faculty and administrators value the support of the administration, open communication between faculty and administrators and the harmony existing between the black and white students.

The student suggestions for maintaining discipline included: more defined rules; consistent enforcement of rules; principal visibility; and

more extra-curricular activities. The teachers believed maintaining discipline involved an organized schedule and lesson plans; fair and consistent standards; and parental contact.

Overall, teachers felt the referral procedure was adequate and should not be changed. Students felt parents should be more involved in the referral process. This may indicate that there is little communication between parents and the school until the problems are serious.

In order to improve discipline, the students felt the school could be more strict, especially with truancy and more vocational-technical courses should be offered. Teachers felt discipline would improve if teachers were consistent in enforcing school rules. The removal of delays in the placement of special education students was cited by the teachers as a method to improve discipline.

In conclusion, positive components of the factors that consistently emerge in the case studies of effective urban schools are missing in the case study of this particular school. First, in the area of personnel, the principal should become more visibile and the school rules must be enforced consistently by all teachers and administrators. More extra-curricular activities and vocational-technical courses are required to meet the student needs. Parental involvement is required in the school prior to student discipline problems. Finally, aspects of the school environment which reflect the nondisciplined society from which the students come, should be altered to represent a disciplined society.

Case Study Two

One site in Indiana University's Special Student Concerns Project was selected as the exemplary school to be utilized in the case study. The school enrolled 1421 students during the 1979-1980 school year. Three hundred sixty-six (25.8%) of the students were black while 1055 (74.2%) were white. Four hundred seventy-seven (33.6%) of the students were suspended during the school year. Although this is a high rate for the suspension of students, all the schools in the study with low GINI Indices had high student suspension rates. Black students accounted for 138 (28.9%) of the suspended students while white students accounted for 339 (71.1%) of the suspensions. The GINI Index was .031, indicating suspended black students were overrepresented by 3.1% or 5 students while white students were underrepresented by that figure.

The explanation exists that the level of student withdrawal is highest in schools where disproportionality is lowest. This school had a high level of student withdrawals, however, almost no race disproportionality existed. Sixty-eight black students and 190 white students withdrew from school which resulted in a GINI Index of .007. The number one reason for withdrawal was disinterest in the curriculum.

The explanation also exists that the level of student suspension is highest in schools that are trying to retain students who might otherwise drop out at age sixteen. Retention of these students may increase their discipline problems. Ironically, those schools which do the least for problem students may experience fewer discipline problems because potential disrupters dropout. This could account for the high number of suspensions in this school.

In this study, a paper pencil questionnaire was administered to 250 students in each of six secondary schools. The samples were representative of the school's race, sex and grade composition as well as curriculum areas of college prep, business, vocational and general.

From the questionnaire emerged visible differences for this school. This school had the highest incidence of broken homes and the lowest attendance at PTA meetings. These are socioeconomic variables usually related to discipline problems which may account for the high suspension rate. This school had the lowest number of bused students in the corporation. Many students walk to school. An often perceived factor which is used to explain the disproportionate number of black students disciplined in desegregated schools is school busing. The low level of race disproportionality may be accounted for by the fact that the majority of students come from the surrounding neighborhood.

A factor analysis of the questionnaire produced several factors. Emerging factors included fatalism, dislike school, unfair punishment (three self indices), institutional power, grassroots power (two power indices), positive school climate, interracial environment, interracial friendship and white predominance (three school desegregation indices).

The items used in the fatalism index measure the locus of control or the degree to which an individual believes she/he has control over his or her destiny. This school scored low indicating the sampled students feel they can control their environment. Significant differences existed for the schools in the survey with this particular school scoring lower than four of the six schools on the fatalism index.

The dislike school factor showed no significant difference for the schools. The items included in this factor were dislike of the principal, dislike of school and possible college plans. Although the unfair punishment factor showed significant differences between the schools, this school was at the mean indicating the students did not feel that punishment was necessarily unfair. In summary on the self indices, the students at this school feel they have control over their environment and that the punishment they receive is justified.

Two power indices were analyzed. Institutional power represents the influence of the school board, superintendent and the principal. Grassroots power represents the influence of self, students and parents. No significant differences were discovered between schools on the institutional power factor. However, significant differences did occur between the schools on the grassroots power factor. This school indicated the strongest measure on this factor. This reinforces the fact that the students feel they have control over their environment and can initiate change.

The school climate factor for the students was highest at this school when compared to others in the corporation. Again, significant differences existed between the schools. This result indicates that the students feel positive about their school environment.

The final factor on school desegregation included interracial environment, interracial friendship and white predominance. The interracial environment factor measured the student's and school's support for an interracial environment. No significant school differences were discovered on this factor. However the trend suggests the strongest interracial environment was in this school when it is compared to others in the corporation.

The interracial friendship factor differs from the interracial environment factor in that it measures interracial relations of a more personal nature such as phone conversations, seeking help on homework and the desire for friends of a different race. Significant differences were discovered on this factor between the schools. However, this school scored near the mean on this factor. The final factor, white predominance measured how likely it was that a black student would participate in various school activities. Significant differences existed between the schools on this factor. This school scored significantly low indicating that students of both races were equally likely to participate in various school activities. This may indicate one significant reason as to why the race disproportionality is low.

Conclusions

To help reduce disproportionate minority suspension, special attention should be given to the cooperative and open development of a set of behavioral expectations. This does not imply that the development of a new student conduct code in which rules are uniform in all schools is sufficient. Both minority and majority parents and students as well as teachers and administrators must agree concerning the behavior of students in school. This agreement must be communicated to all persons involved with the school. The rules must then be uniformly enforced by all staff members.

Gottfredson and Daiger's (1979) analysis of data from 600 schools provides strong support for the cooperative development of behavioral expectations. Specifically, this study finds that student discipline will improve if the following measures are adopted.

1. Develop schools or educational environments of smaller size where teachers have extensive responsibility for and contact with a limited number of students and where steps are taken to ensure adequate resources for instruction.

2. Administer schools in ways that are clear, explicit and firm.

3. Promote cooperation between teachers and administrators especially with respect to school policies and sanctions for disruptive behavior.

4. Develop school rules that are fair, clear and well publicized and apply the rules in ways that are firm, persistent and even-handed.[8]

Recommendations for Future Research

1. Further research is needed to study the relationship between a high overall suspension rate and low disproportionality in the suspension of minority students.

2. Further research is needed to analyze the student discipline code in relation to the overall suspension rate and the suspension rate for minority students in individual schools.

3. Longitudinal studies are necessary to study the long term effects of desegregation on the suspension rate of minority and majority students.

FOOTNOTES

[1]See Children Out of School in America. Cambridge, Massachusetts: Children's Defense Fund, 1974; School Suspensions: Are They Helping Children? Cambridge, Massachusetts: Children's Defense Fund, 1975; The twenty Special Students Concerns Projects funded by the United States Department of Education, 1974-1979.

[2]Hawley, W.D., Crain, R.L., Rossell, C.H., Smylie, M.A., Fernandez, R.R., Schofield, J.W., Tompkins, R., Trent, W. T., and Zlotnik, M.S. Strategies for Effective Desegregation. Lexington, Massachusetts: Lexington Books, 1983, p. 124.

[3]Special Student Concerns Project. Phase 1-Research Report. Milwaukee, Wisconsin: Community Relations--Social Development Commission in Milwaukee County, 1978, p. I.

[4]Glass, G.V. and Stanley, J.C. Statistical Methods In Education and Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970, p. 121.

[5]Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K. and Bent, D.H. SPSS Manual. New York: McGraw-Hill, 1975, p. 279.

[7]Ibid., p. 29.

[8]Gottfredson, G.D. and Daiger, D.C. Disruption in Six Hundred Schools Report No. 289. Baltimore, Maryland: The Johns Hopkins University, Center for the Social Organization of Schools, November, 1979.

Table 1: Special Student Concerns Projects

Broward County (Florida) Human Relations Division

California Department of Education

Community Relations--Social Development Commission in Milwaukee County (Wisconsin)

Delaware State Office of Human Relations

Far West Laboratory for Educational Research and Development

Florida State University--Institute for Social Research

Indiana Department of Public Instruction

Indiana University--Center for Urban and Multicultural Education

Jackson State University

Jefferson County (Kentucky) Education Consortium

Louisiana State Department of Education

Massachusetts Department of Education

North Carolina Human Relations Commission

Old Dominion University of Virginia

Rhode Island Deparment of Education

South Carolina Human Affairs Commission

University of Michigan--Program for Educational Opportunity

University of Oklahoma--Southwest Center for Human Relations Studies

University of South Alabama

West Virginia Human Rights Commission

Table 2: Correlation Coefficients

		r^2	r
1.	GINI Index with the percent of the black population.	.01834	-.1354
2.	GINI Index with the percent of total suspensions.	.00143	-.0378
3.	GINI Index with the percent of black suspensions.	.28837	.5370
4.	GINI Index with the total population.	.01050	.1025
5.	Percent of the black population with the percent of black suspensions.	.58186	.7628
6.	Percent of the black population with the percent of total suspensions.	.08623	.2937

Figure 1: A Histogram Representing the Distribution of the GINI Index for the 139 Schools.

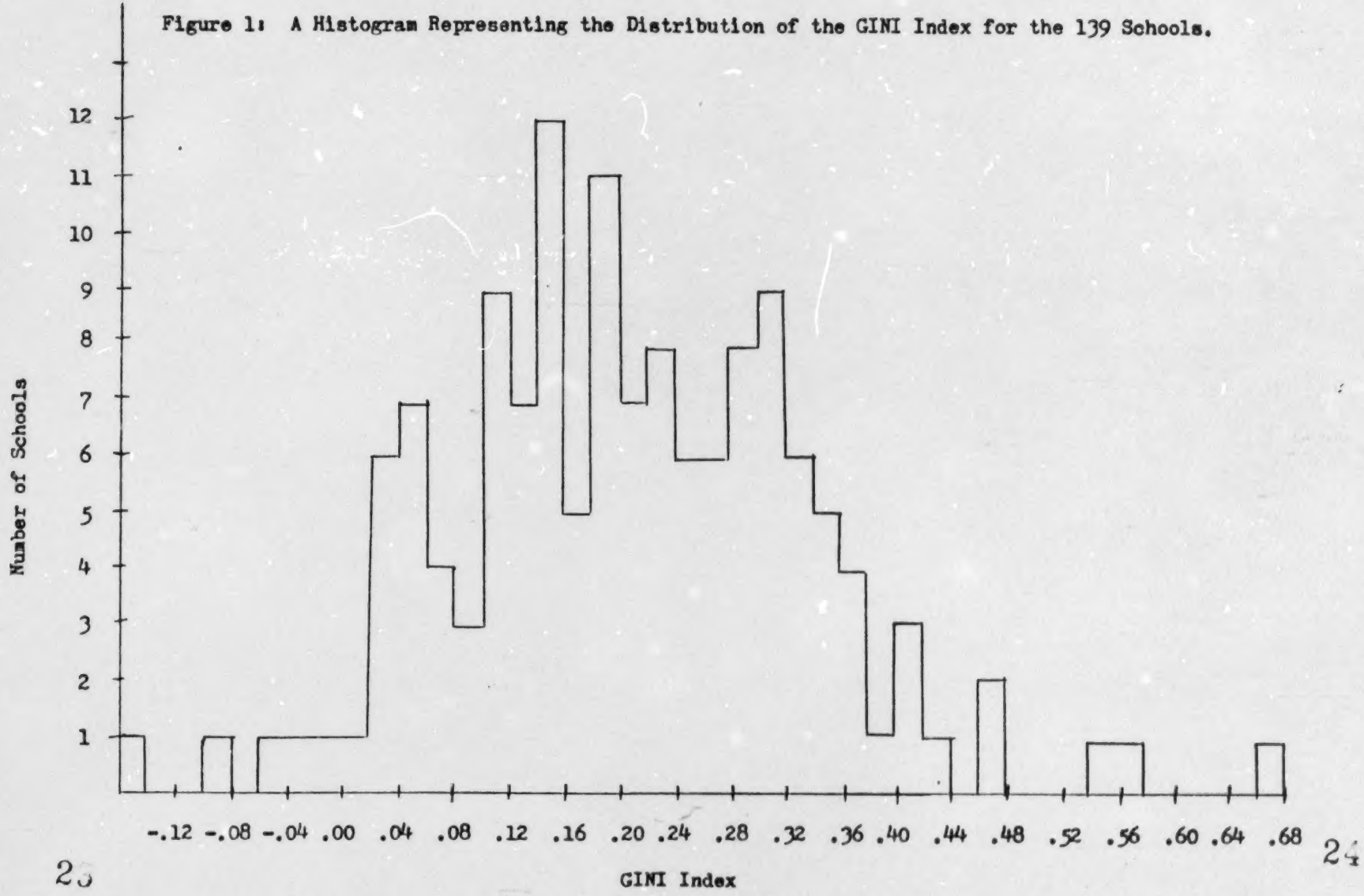
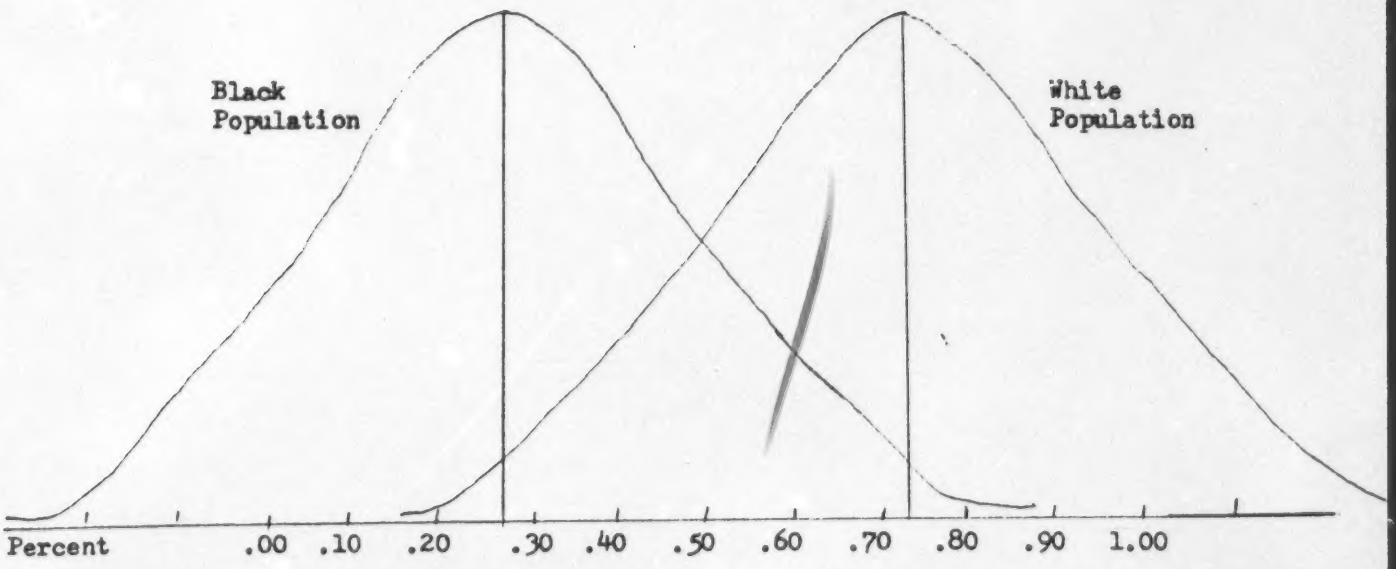


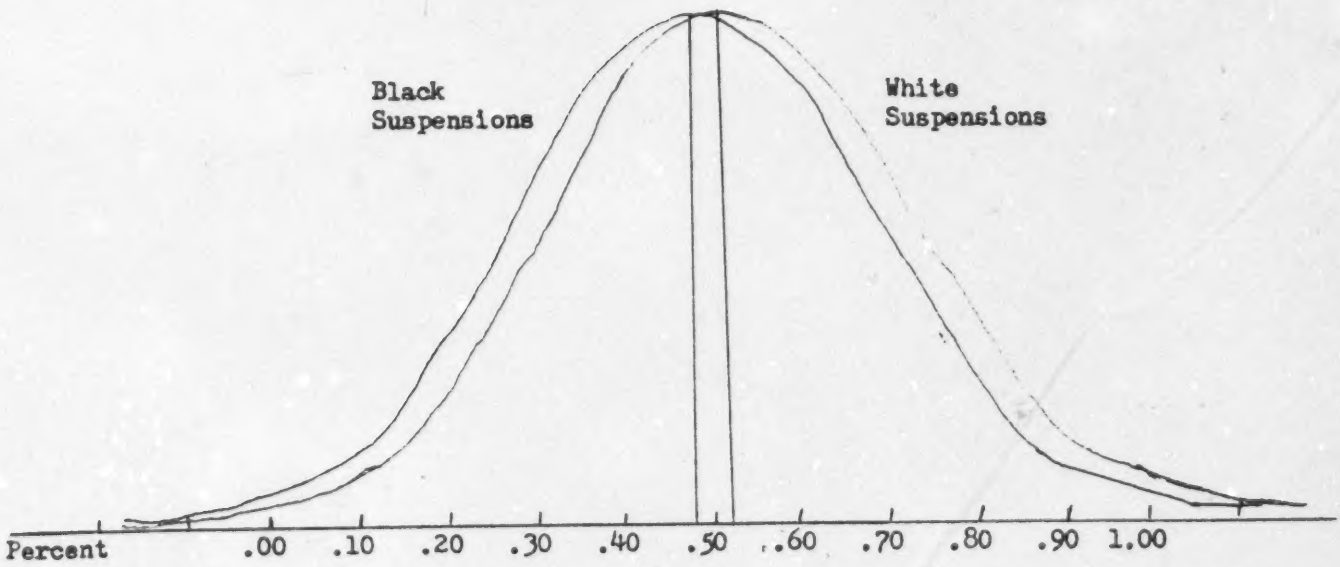
Figure 2: The Graph of the Relationship Between the Percent of the Black Population and the Percent of the White Population.



Black Population
$\bar{X}$=.268
SD=.170

White Population
$\bar{X}$=.733
SD=.183

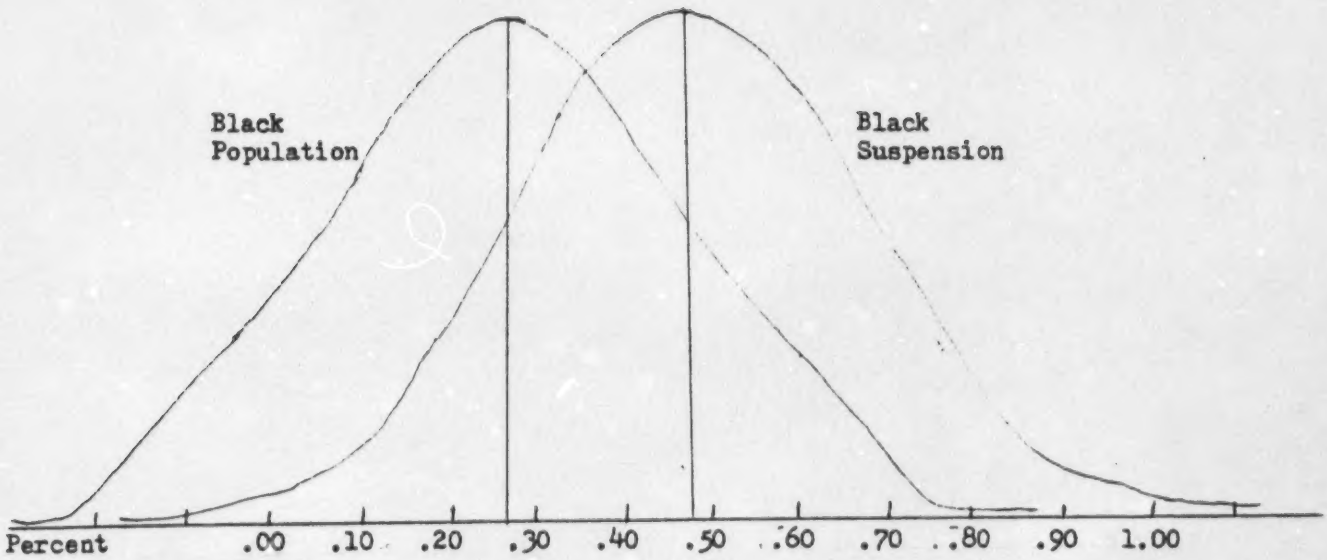
Figure 3: The Graph of the Relationship Between the Percent of Black Suspensions and the Percent of White Suspensions.



Black Suspensions
$\bar{X}$ = .476
SD = .199

White Suspensions
$\bar{X}$ = .524
SD = .163

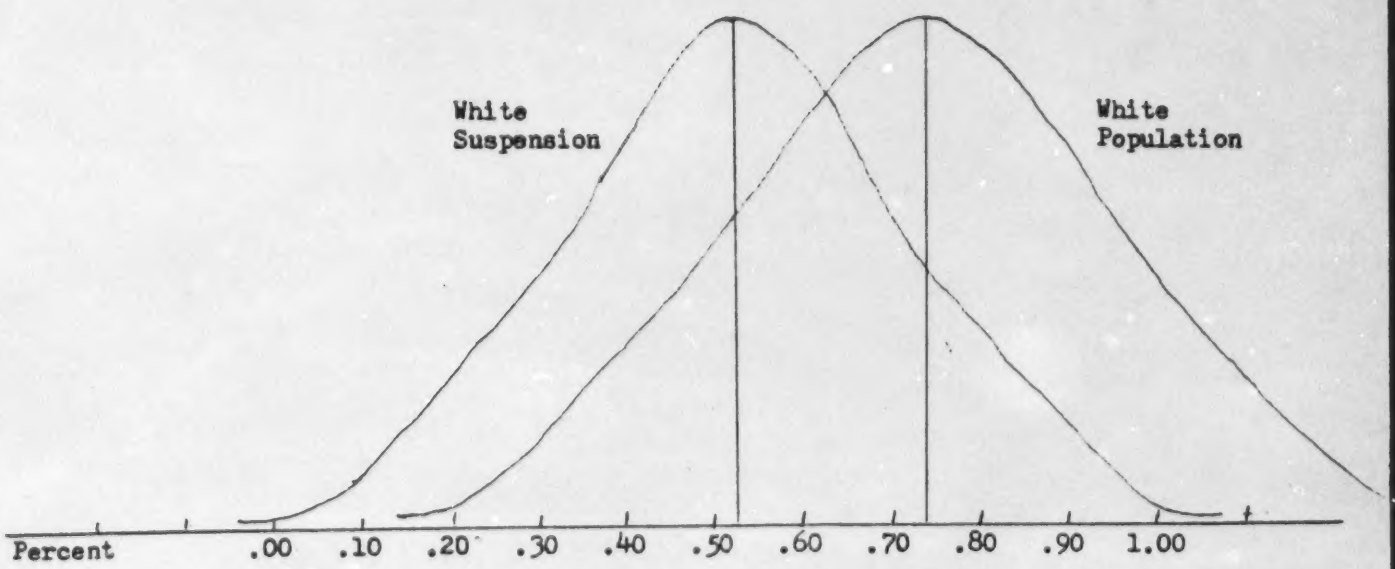
Figure 4: The Graph of the Relationship Between the Percent of the Black Population and the Percent of Black Suspensions.



Black Population
$\bar{X}$=.268
SD=.170

Black Suspensions
$\bar{X}$=.476
SD=.199

Figure 5: The Graph of the Relationship Between the Percent of White Suspensions and the Percent of the White Population.



White Suspensions
$\bar{X}$=.524
SD=.163

White Population
$\bar{X}$=.733
SD=.183

Figure 6: Scatter Diagram Showing the Relationship Between the Percent of the Black Population (X) to the GINI Index (Y).

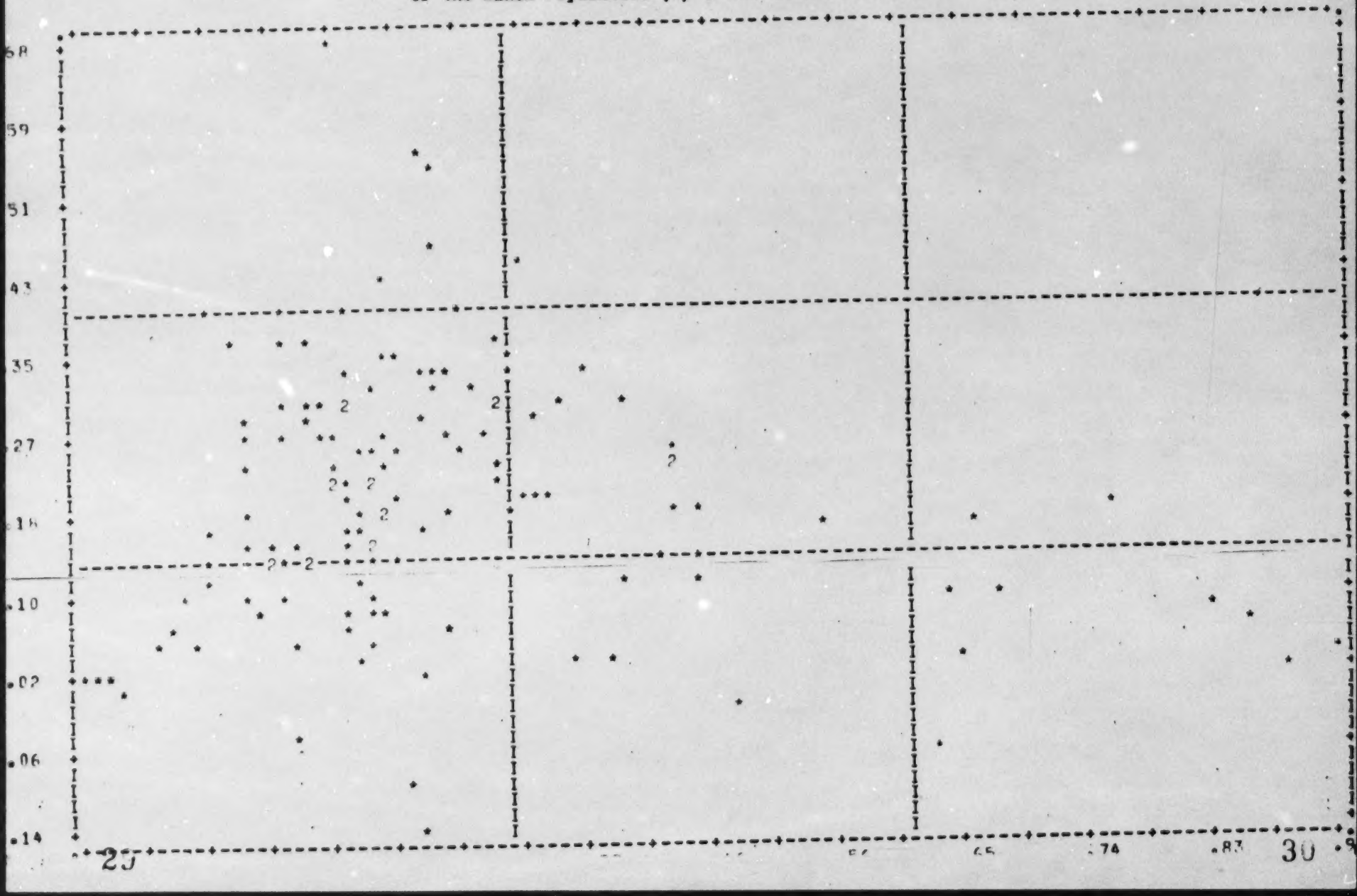


Figure 7: Scatter Diagram Showing the Relationship Between the Percent of Total Suspensions (X) to the GINI Index (Y).

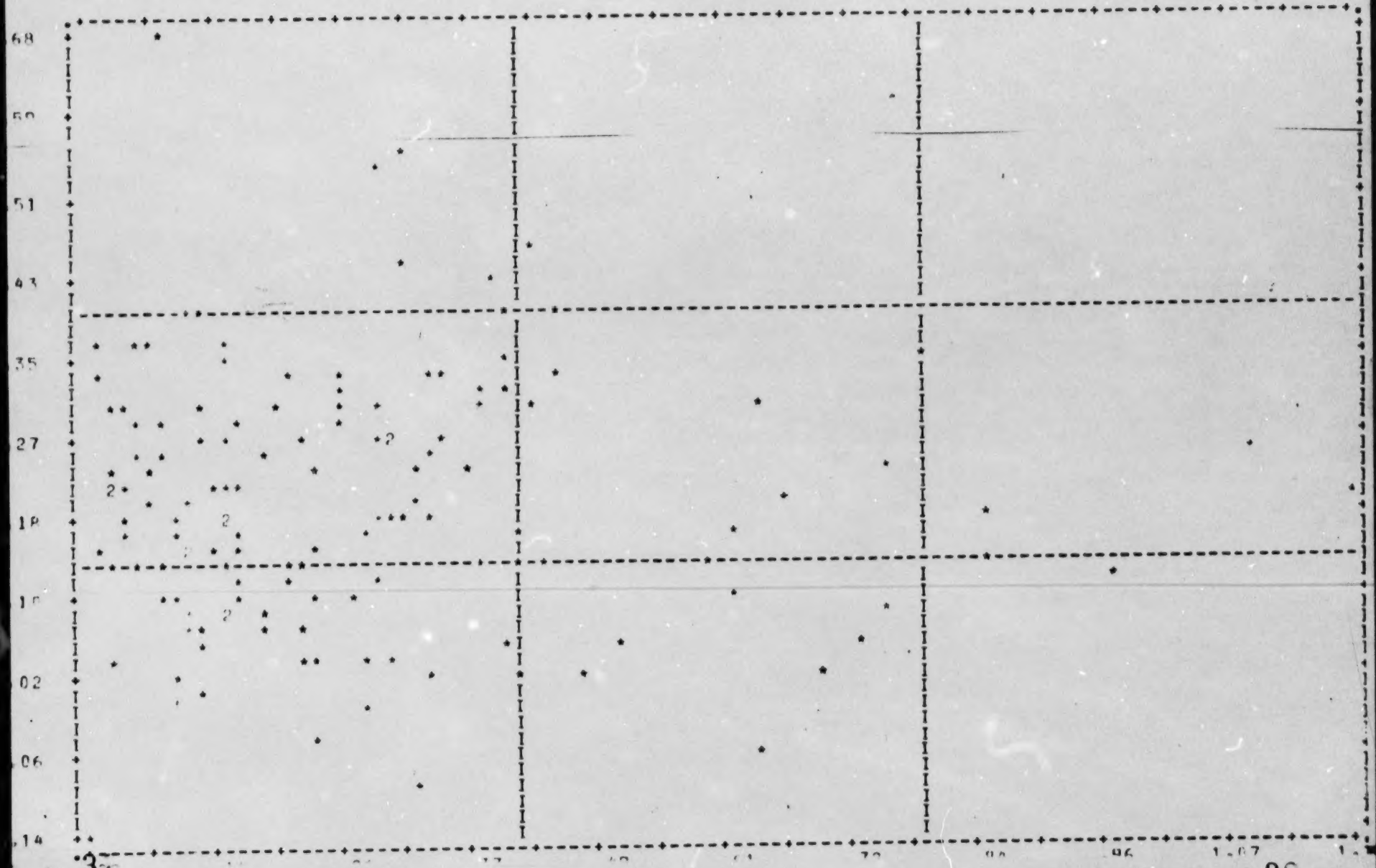


Figure 8: Scatter Diagram Showing the Relationship Between the Percent of Black Suspensions (X) to the GINI Index (Y).

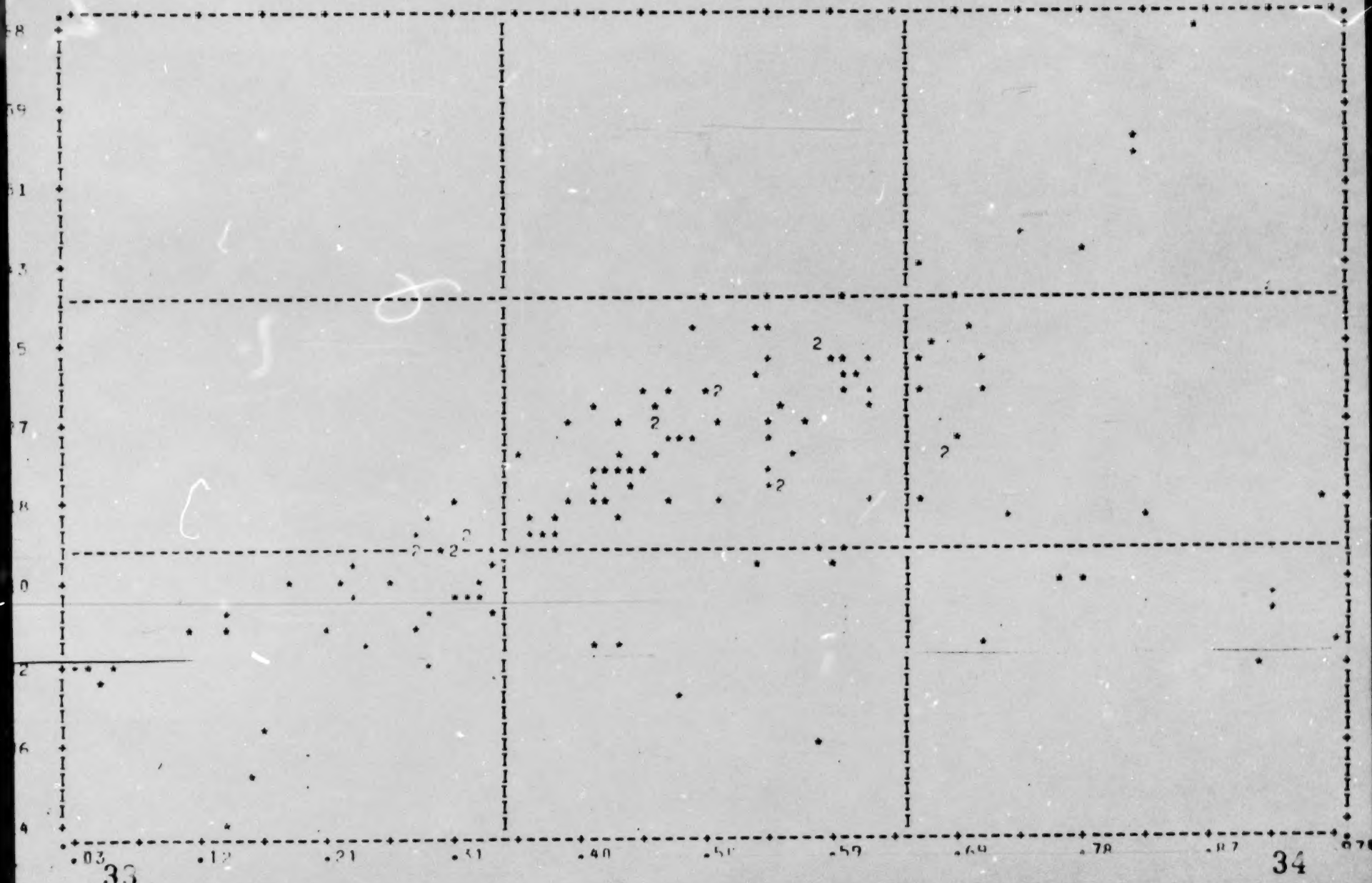


Figure 9: Scatter Diagram Showing the Relationship Between the Total Population (X) and the GINI Index (Y).

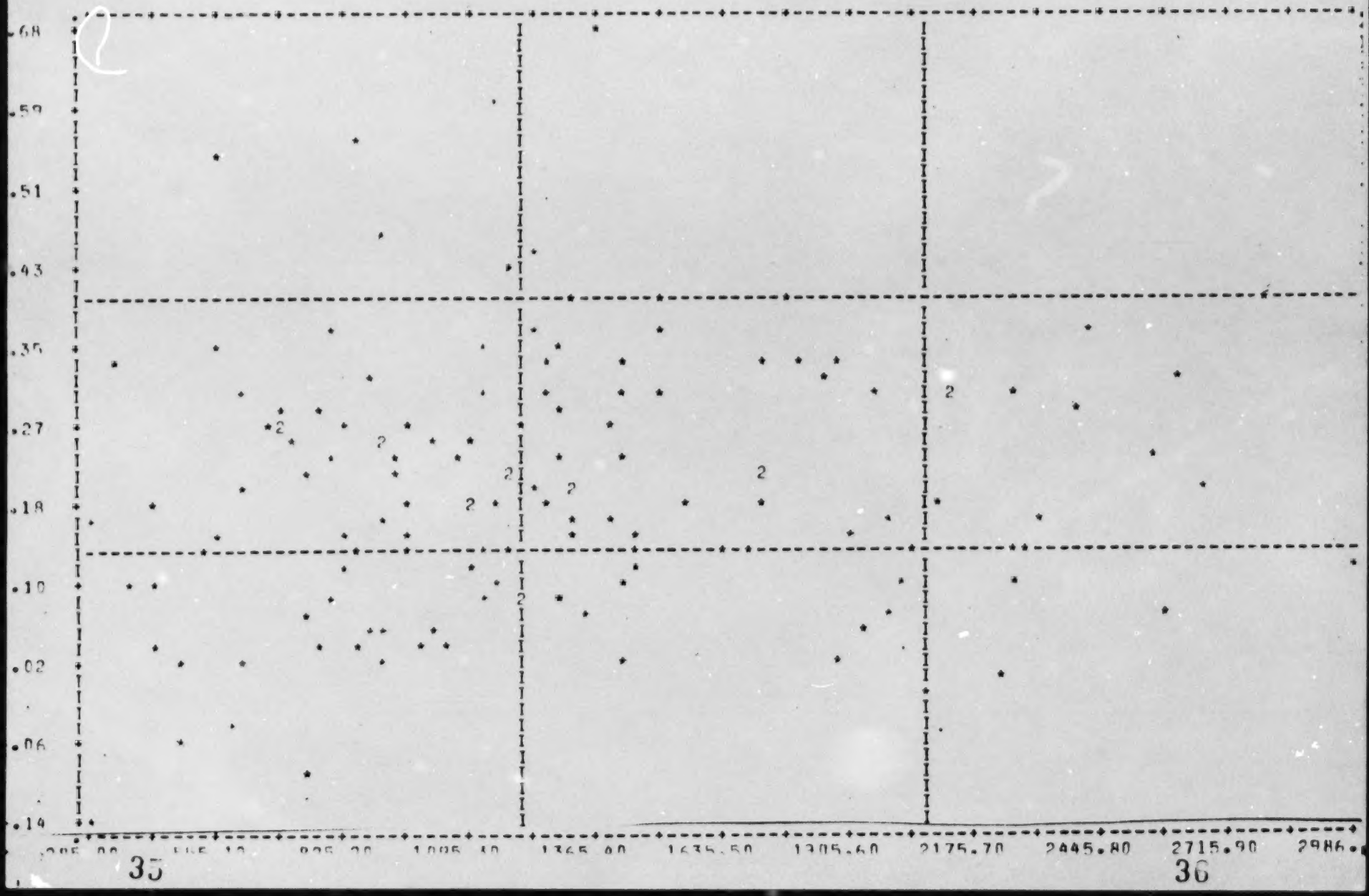


Figure 10: Scatter Diagram Showing the Relationship Between the Percent of Black Suspensions (X) and the Percent of the Black Population (Y).

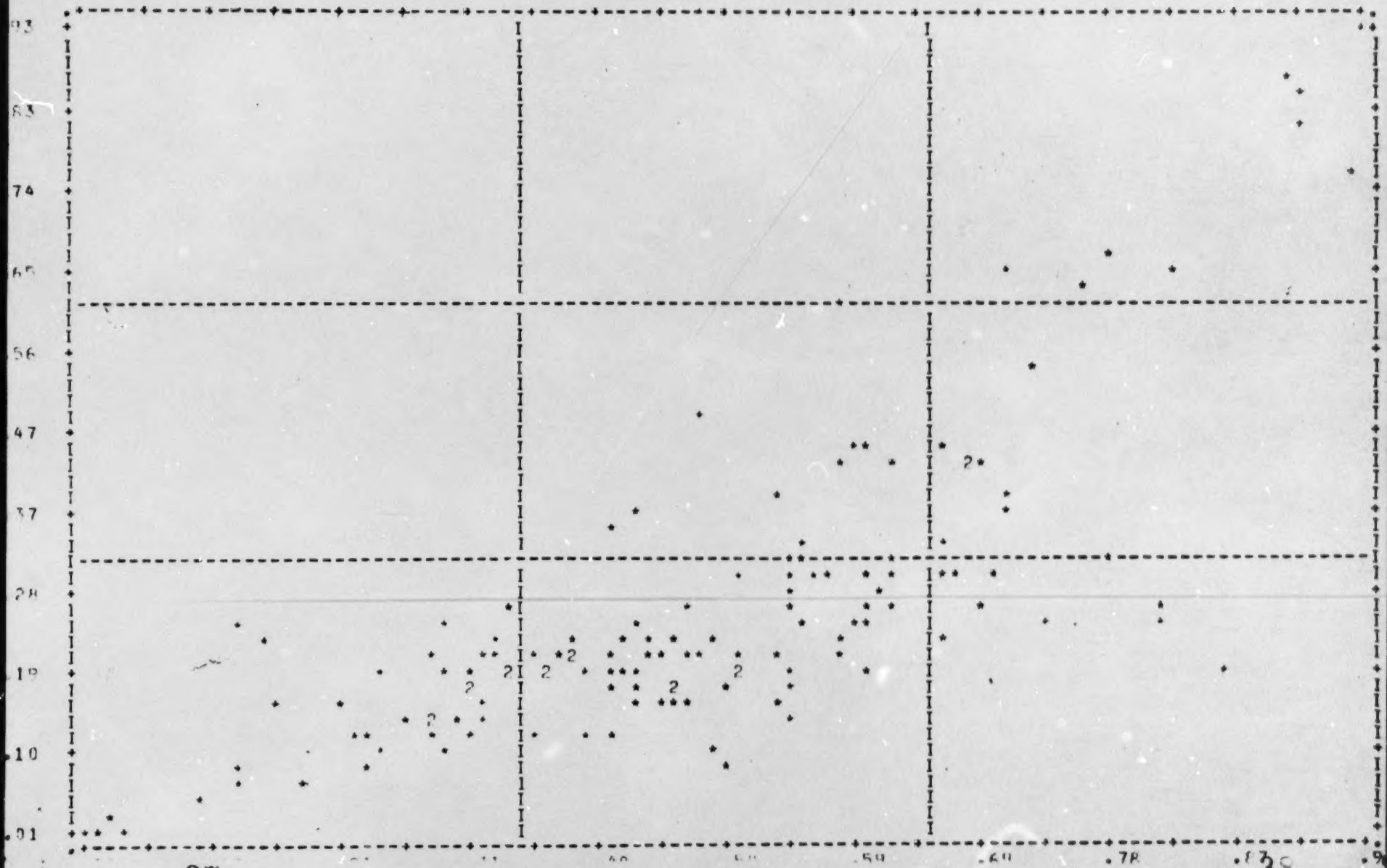


Figure 11: Scatter Diagram Showing the Relationship Between the Percent of Total Suspensions (X) and the Percent of the Black Population (Y).

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